

REFLECTION RESOURCES

This resource includes a definition of each rating scale used on the reflection screens within the Address lesson as well as relevant content you learned about in the Identify and Assess lessons. Use this resource to help you reflect most effectively.

Rating Scale Definitions

Rating Scale	Definition
Riskiness rating scale	When considering the riskiness of a technique, consider the risks for yourself and others. Also, reflect on what you documented in the Identify and Assess lessons, including potential outcomes, to help you determine your ratings. Think carefully about what level to assign. The value is in the judgments that you make and less in a specific number rating.
Effectiveness rating scale	When considering the effectiveness of each technique, remember that you are rating the effectiveness of the technique to help affected individuals, not change the behavior of a leader exhibiting counterproductive leadership behaviors. To select your rating, reflect on what you learned in the Assess lesson regarding your working relationship; your and the leader's power bases; your risk tolerance; your interpersonal skills to pull off the technique. Don't forget to consider the technique's effectiveness in protecting yourself and others from potential retaliation.

Ways to Manage Risk

As you learned in the lesson opening, you can manage risk by testing these techniques out in small ways or thinking about how they would play out. In addition, consider the triggers you documented using the Situation-Actors-Behaviors-Impacts (SABI) model.

Categories of Counterproductive Leadership Behaviors

You can think about the different types of counterproductive leadership behaviors using the categories below. The categories not only help you name the behavior, but can help to inform your strategies for coping with or addressing the behavior.

Category	Definition	Examples
Abuses of Authority	This category includes abusive behaviors that involve a leader exceeding the boundaries of their authority or being aggressive or mean-spirited toward others.	Bullying, using threats or intimidation, berating others for mistakes, creating conflict, lording authority over others, or retaliating for perceived slights or disagreements
Self-Serving Motives	This category includes behaviors that result from self-centered motivations on the part of the leader, where they act in ways that seek primarily to accomplish their own goals and needs before those of others.	Displaying arrogance, lacking concern for others, taking credit for others' work, insisting on having their way, distorting information to favor own ideas, exaggerating accomplishments, putting own work and accomplishments ahead of others' and the mission, dictatorial, displaying narcissistic tendencies, or exhibiting sense of entitlement

Category	Definition	Examples
Distorted Self-Concept	This category includes internal insecurities and instability (often outside awareness) that drive the leader to engage in certain erratic or unpredictable behavior.	Blaming others, deflecting responsibility, avoiding risk, poor self-control, losing temper at the slightest provocation, behaving erratically, inconsistent in both thought and goals, moody, insecure, paranoid, assumes the worst about others, unapproachable, or inflated sense of self-worth
Leadership Incompetence	This category includes ineffective leadership behaviors exhibited by the leader due to a lack of competence or willful neglect.	Unengaged/passive, uninterested in fulfilling leadership responsibilities, displaying poor judgment, poor motivator, withholding encouragement, failing to clearly communicate expectations, or refusing to listen to subordinates
Unethical Actions	This category includes behaviors that violate Army standards, regulations, or policies on a continuum from disrespect subject to disciplinary actions to other violations of ethics or regulations.	Showing little or no respect to others, insulting or belittling individuals, condescending or talking down to others, dishonesty, misusing government resources or time, creating a hostile work environment, EEO/SHARP violations, or violating the Uniform Code of Military Justice

Assess Situation, Actors, Behaviors, and Impacts (SABI) Tool

Factors	Descriptions
Situation	<i>What situational factors could be influencing the leader's behavior (e.g., Army norms, culture, operational factors, etc.)?</i>
Actors	<ul style="list-style-type: none"> <i>Are there any characteristics unique to this leader that may be influencing the behavior (e.g., their competence, past experiences, personality characteristics, etc.)?</i> <i>How am I (or the recipient) contributing to this situation? Is this situation more about me and any insecurities and failings that I have? Do I need to reframe how I look at it?</i>
Behaviors	<ul style="list-style-type: none"> Which behaviors? <i>What specific counterproductive leadership behaviors are being exhibited, if any? Are the specific behaviors contrary to positive leadership doctrine/practice?</i> How frequent are the behaviors? How severe? <i>How bad are the leader's behaviors? Bad enough that I should report or take action or just live with it? Have the behaviors crossed any formal boundaries (e.g., legal, regulatory, policy, rule, UCMJ code, ethical violation, moral principles)?</i> <i>What is triggering the behaviors?</i> Intention vs. perception mismatch? <i>How are the leader's subordinates perceiving his or her behaviors? How might the leader have intended his or her behavior to come across?</i>
Impacts	<ul style="list-style-type: none"> <i>How are you or others being impacted by the behavior (e.g., absenteeism, stress, etc.)?</i> <i>How is the unit being impacted by the behaviors (e.g., lowered performance, conflict, eroded morale)?</i> <i>Will they continue or get worse if nothing is done?</i>

ASSESSING THE CURRENT STATE JOB AID

Assess Situation, Actors, Behaviors, and Impacts (SABI)

Reflect on the situation and use the SABI acronym and the questions within each factor to conduct your assessment of the scenario. Consider the overall scenario, recognizing that the elements of the SABI tool are interrelated.

Factors	Your Assessment
Situation What situational factors could be influencing the leader's behavior (e.g., Army norms, culture, operational practices, etc.)?	
Actors <ul style="list-style-type: none"> Are there any characteristics unique to this leader that may be influencing the behaviors (e.g., their competence, past experiences, personality characteristics, etc.)? How am I (or the recipient) contributing to this situation? Is this situation more about me and any insecurities and failings that I have? Do I need to reframe how I look at it? 	
Behaviors <ul style="list-style-type: none"> Which behaviors? What specific counterproductive leadership behaviors are being exhibited, if any? Are the specific behaviors contrary to positive leadership doctrine/practice? How frequent are the behaviors? How severe? How bad are the leader's behaviors? Bad enough that I should report or take action or just live with it? Have the behaviors crossed any formal boundaries (e.g., legal, regulatory, policy, rule, UCMJ code, ethical violation, moral principles)? What is triggering the behaviors? Intention vs. perception mismatch? How are the leader's subordinates perceiving his/her behaviors? How might the leader have intended his behavior to come across? 	
Impacts <ul style="list-style-type: none"> How are you or others being impacted by the behaviors (e.g., absenteeism, stress, etc.)? How is the unit being impacted by the behaviors (e.g., lowered performance, conflict, eroded morale)? Will they continue or get worse if nothing is done? 	
Integrated Assessment	
Given my analysis of the individual factors within SABI, what hypotheses can I make about what may be going on?	

Assess Current Relationship, Power, & Skills

Regardless of the specifics of your situation and the behaviors being addressed, there are some factors that you should reflect on that will help you determine the best approach in your particular situation. These factors are listed below.

Factors to Consider	Explanation	Implications for Risk Level, How, & When You Address Behaviors ¹	Notional Rating Scale	Rating Explanation
General working relationship quality	<i>Consider whether your working relationship with the individual is strong, okay but not strong, or weak. Reflect on your experiences working with this individual to date and any feedback he/she has provided to you in making your assessment.</i>	The type of relationship that you have will affect the strategy that you use to address the behavior. For example, if you have a positive working relationship, consider more direct methods of addressing the behavior like providing direct feedback. However, if you have a less positive working relationship with the superior, consider more indirect methods of addressing the behavior like involving another person the superior trusts.	1 – weak 3 – okay 5 – strong	
Current working relationship quality	<i>Recognize that working relationship quality is not static. It may vary over time and differ depending on current projects or workload. Given this, what is the state of your relationship over the past 1-2 weeks?</i>	If your current working relationship is weaker than usual, then consider less direct methods of addressing the behavior for the time being until your working relationship improves or conditions change.	1 – weak 3 – okay 5 – strong	

¹ While implications for addressing the behavior based on these factors is considered at the individual factor level, in reality, all factors must be considered in aggregate to determine the approach that is most likely to result in success.

Factors to Consider	Explanation	Implications for Risk Level, How, & When You Address Behaviors ¹	Notional Rating Scale	Rating Explanation
Power the leader currently has	<i>Who is the leader supported by? Does the leader have legitimate power due to his/her formal position or rank? Does the leader have power as an expert in a particular knowledge area or skill? Does the leader have power as someone who is well-liked and/or well-respected in the unit?</i>	Power is complex. Use your best judgment on deciding how a leader's power may influence the strategy you select.	1 – weak base of support; widely known that leader demonstrates CPL behaviors 3 – medium base of support or unknown 5 – strong base of support and strong reputation in the unit	
Power you currently have	<i>Do you have legitimate power due to your formal position or rank? Do you have power as an expert in a particular knowledge area or skill? Do you have power as someone who is well-liked and/or well-respected in the unit?</i>	If you have a weaker base of support, consider how you can build your power base and whose help you can enlist. Until you do that, consider more indirect methods of addressing the behavior, such as intervening on behalf of others in a non-confrontational way or focusing solely on coping behaviors. Reassess again after you have worked to build your base of support. If you have a stronger base of support, consider using more direct methods of addressing the behavior. In either instance, continue doing	1 – weak power 3 – medium power or unknown 5 – strong power in the unit	

Factors to Consider	Explanation	Implications for Risk Level, How, & When You Address Behaviors ¹	Notional Rating Scale	Rating Explanation
		your job well; this will give you peace of mind, and it will increase the likelihood of others noticing your good work, thereby building your power base. (See the Address lesson for resilience-focused strategies that will help you do this most effectively.)		
Strength of your current interpersonal skills	<i>Consider the current state of your interpersonal skills. By interpersonal skills, we mean skills around delivering difficult feedback, using tact, setting boundaries, being assertive, handling and defusing conflict, and dealing with rationalizations and pushback.</i>	<p>If your interpersonal skills are weaker, consider what you can do to enhance these skills prior to taking action. Then, return and complete this assessment again.</p> <p>If your interpersonal skills are stronger, you are well positioned to address these behaviors using any of the strategies provided. Be sure your judgment of the strength of your interpersonal skills is based on external feedback and not solely on your own evaluation of your skills.</p>	<p>1 – my interpersonal skills are weak and/or I lack confidence in them</p> <p>3 – my interpersonal skills are fine but not stellar</p> <p>5 – I have strong interpersonal skills based on feedback received from others and am confident in them</p>	

Reflect on Values

Factors to Consider	Explanation	Your Notes	Implications for Risk Level, How, & When You Address Behaviors ²
Personal values	<i>What do you value as an individual? How do those values impact the choice you make in addressing the situation? Do you value work-life balance? Work success at all costs? Doing the best that you can given hard circumstances?</i>		Addressing these behaviors, particularly in your superiors, can be risky because of the potential backlash that you may receive. However, as an Army leader, you are charged with upholding the Army's mission and values. Remember that, as stated in FM 6-22, Army leadership is "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization ." Ultimately, this decision is up to you—what Army do you want to be a part of? What legacy do you want to leave? Do not let your fear of risk dictate how you address the behavior—do what the situation demands to best address the behaviors.
Army values	<i>What do you value as an Army professional? As a leader? Remind yourself of the Army values and the oath you took to uphold them.</i>		

² While implications for addressing the behavior based on these factors is considered at the individual factor level, in reality, all factors must be considered in aggregate to determine the approach that is most likely to result in success.

Analyze Techniques Already Attempted

Factors to Consider	Explanation	Your Notes
Techniques that have previously been used and their outcomes	<p><i>What, if anything, has already been done to address this leader's behavior?</i></p> <p><i>Consider who attempted to address the behavior with the leader as well as how and when they did so. What type of working relationship, power base, and interpersonal skill level did this individual(s) have?</i></p> <p><i>What occurred as a result?</i></p> <p><i>What can you learn from that result?</i></p>	
Potential outcomes of addressing the behavior	<p><i>Based on what you know, document the best and worst outcomes that may result.</i></p>	